

R E P O R T R E S U M E S

ED 019 189

RE 001 209

INDIVIDUALIZED READING AT THIRD GRADE LEVEL.

BY- QUICK, RUTH

REPORT NUMBER TITLE-3-DPSC-66-2195

PUB DATE OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.80 18P.

DESCRIPTORS- *EDUCATIONAL INNOVATION, *INDIVIDUAL INSTRUCTION,
*READING PROGRAMS, READING MATERIALS, BASIC SKILLS, BOSTON
NORTHAMPTON LANGUAGE ARTS PROGRAM

SOME PROCEDURES FOR THE ORGANIZATION OF AN
INDIVIDUALIZED READING PROGRAM AT THE THIRD-GRADE LEVEL ARE
OUTLINED. PLANS FOR PRELIMINARY TESTING, FOR ESTABLISHING THE
READING ENVIRONMENT, FOR ASSISTING IN THE CHOICE OF TEACHING
MATERIALS, AND FOR RECORDING PUPIL PERFORMANCE ARE PRESENTED.
SOME OF THE ACTIVITIES SUGGESTED TO FOLLOW READING A BOOK
INCLUDE BOOK REPORTS, CHORAL SPEAKING, DRAMATIZATION,
CREATIVE WRITING, EXPERIMENTS, RESEARCH, AND CRAFTS. GROUPING
FOR SKILL DEVELOPMENT, SHARING EXPERIENCES, AND EVALUATION OF
PROGRESS IS OUTLINED. SAMPLES OF BOOK REPORT FORMS, CHARTS,
AND A LIST OF PRACTICE SKILLS ARE INCLUDED.

ED019189

BOSTON-NORTHAMPTON LANGUAGE ARTS PROGRAM

FSEA - 1965

PROJECTS TO ADVANCE CREATIVITY IN EDUCATION

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

RE 001 209

TITLE:

INDIVIDUALIZED READING
THIRD GRADE LEVEL

Prepared by:

➔ RUTH QUICK

Date:

October, 1967

4440 QUICK ROAD
PENINSULA, OHIO 44264

TABLE OF CONTENTS

| | |
|---|----|
| Organizing Individualized Reading | 1 |
| What Are You Reading (Chart) | 2 |
| Barbe Reading Skills Check List | 5 |
| Categories I Have Covered (Chart) | 8 |
| Book Report (Samples) | 9 |
| Diagnostic Chart (Reading) | 14 |
| Read and Think | 15 |
| Practice Skills | 16 |

The work presented or reported herein
was performed pursuant to a Grant from
the U.S. Office of Education, Depart-
ment of Health, Education, and Welfare.

INDIVIDUALIZED READING

The first step in organizing an Individualized Reading Program is to find the reading level of the children. This may be achieved by using a standardized reading test or an oral reading test. Results of these tests will help you in selecting material for the class; they will also help you in working with each child and in evaluating his growth.

Setting up the program takes time to search for books and gain knowledge of books on many different levels. The selections must be well written and have a high interest level. For a reasonable start there should be a minimum of five books for each student. There must be books for the more successful readers and books for the least able.

Fix up an attractive place in the room for the books. There is no special order needed except very general headings.

Teach the children how to choose books wisely. They should like the book or be curious about it. They should be able to read it with very little help. They should learn to get books and read them without disturbing others.

Teach the children how to get the help they need without disturbing others: They can go to the dictionaries, experience charts, the day's word helper, to the teacher, or to a friend. They can figure it out from context, from a picture, and from the beginning sound.

The children must learn how to prepare a story for you. They must decide which story, or part of a story it shall be. Read it to themselves at least twice; read it aloud softly to a friend. They must know the selection they have chosen, and read it well.

Have the students list their names on the chalkboard for an individual conference.

When everyone is reading his chosen book and all is quiet it is time for the individual conference. The first one on the list from the chalkboard comes to you. The teacher and pupil sit side by side. The child brings a 3x5 card to you, on which he has listed the name of the book and the author. On the back of this card is a list of words he had difficulty with. This is an efficient way to list the books read. During the conference you can find out the main idea and sequence of the story. The child's ability level or the skills that he needs can also be noted. You can find out which characters he likes best, why he thinks the author wrote the book, and how well he reads aloud.

Keep a record of his performance in your notebook or card file. Make a group or individual assignment to correct a certain difficulty. Approve a future project related to an interest, or another type of follow-up. Then you are ready for the next name on the list.

All the children, after reading a book, do an original follow-up of what they have read, such as a book report, choral speaking, dramatization, creative writing, single or maybe an accumulative story book, science experiments, model building, research, craft, maps, and dioramas.

Go back over the records of the individual conferences and study them. Every week most of the children should have worked alone with you twice. From this decide which ones have the same reading problem. Call them to you as a group and work out that difficulty.

It is necessary to group and regroup according to instructional needs. Grouping is a fast way to teach the same skills to a lot of pupils at the same time, but be sure they need that skill.

Have whole class sessions for any kind of planning, for any kind of sharing where an audience is needed, when cooperation is needed to get something done such as planning a bulletin board, etc.

To guide the children who read only one type of book to develop more interests prepare a chart showing the many kinds of books children are reading.

(Chart)

WHAT ARE YOU READING?

Fairy Tales
Science
Mysteries
Adventure Tales
Poetry

Myths
Animal Stories
Sports
Tall Tales

To provide for vocabulary development they make their own dictionaries of new and interesting words. They show their understanding of the meaning by using them in sentences or illustrating them graphically.

Have children look for specific kinds of words: funny words, noisy words, picture words, etc.

Some questions that may be asked to check on pupils' comprehension and attitudes are listed below:

1. Do you like the story? Why?
2. Who is the hero in the story?
3. What is the hero like?
4. Do you admire any of the characters in the story? Why do you admire them?
5. Did you come across any interesting facts that you never knew before?
6. Do you know anybody who reminds you of one of the people in the story?
7. Do you think you would have finished the story in another way? How?

8. Is the author writing about people who are living today or people who lived a long time ago? How do you know?
9. Would you like to have a friend like the main character in the story?
10. Have you read other stories about animals?
11. Do you think the author likes animals?
12. Would you like to visit the country you have just read about? How do you think the people live there? Do you think they have as much fun as you?
13. Can you read some passage and try to imitate for us how the characters spoke?
14. How did you happen to select this book?
15. If you wanted to recommend this book to a friend, what would you tell him to make him want to read it?
16. Why did the author write this book?
17. Why did the author choose this title?
18. Is there anything in this book that you would like, or not like, to happen to you?

Some ways of sharing books and ideas of follow-up work are as follows:

1. Written book reports
2. Oral reports
 - a. to the teacher
 - b. to the class
 - c. to a small group
3. Puppet reports
4. Movie follow-up
5. Pictures of main events in sequence
6. Illustrate most exciting events, or best liked
7. Make book jacket for the story
8. Make diorama of favorite part of the story
9. Make a miniature stage setting for exciting scene
10. Prepare a dramatization of a part of the story
11. Make list of questions to ask others who have read the story
12. Illustrate the main characters

13. Write title or sentences for illustrations
14. Find picture words to illustrate each letter of the alphabet and draw illustrations
15. Find words that look alike
16. Find words that:
 - mean the same
 - mean the opposite
 - are written the same but have different meanings
17. Choose a page in a story; make a list of all the words that begin with capital letters; be able to tell why
18. Write an original ending of the story
19. Write an original story based on the book
20. Tell the main part of the book
21. List new and unusual words
22. Television, movie and radio script
23. Book reviews
24. High points of the book
25. A biographical sketch of a character
26. Give the story action on a flannel board
27. Make paper doll illustrations of characters.

All children need a good foundation in phonics and word attack skills, so they will know how to read and spell.

By the third grade the children should understand syllabication, prefixes, suffixes, long and short vowel sounds, first and last consonant sounds, identify root words, accented and unaccented syllables, consonant blends, alphabetizing, dictionary skills, etc.

Prepare for each child a copy of Dr. Walter E. Barbe's reading skills check list on third grade level for the skill needed.

*BARBE READING SKILLS CHECK LIST

| | | |
|-------------|-------------------|-------------------|
| (Last Name) | (First Name) | (Name of School) |
| (Age) | (Grade Placement) | (Name of Teacher) |

I. Vocabulary:

A. Word Recognition

1. Recognizes Dolch 220 Basic Sight Words

| | | | | |
|----------|----------|----------|-----------|------------|
| __a | __as | __again | __about | __any |
| __all | __away | __ate | __after | __better |
| __am | __be | __black | __always | __both |
| __an | __black | __but | __around | __bring |
| __and | __brown | __cold | __ask | __carry |
| __are | __by | __cut | __because | __clean |
| __at | __came | __fast | __been | __could |
| __big | __did | __first | __before | __done |
| __blue | __eat | __five | __best | __don't |
| __call | __fall | __fly | __buy | __draw |
| __can | __find | __four | __does | __drink |
| __come | __for | __give | __for | __eight |
| __do | __get | __goes | __found | __every |
| __down | __going | __going | __full | __hurt |
| __funny | __have | __got | __gave | __know |
| __go | __her | __green | __grow | __light |
| __good | __him | __had | __hold | __myself |
| __he | __his | __has | __how | __never |
| __help | __if | __hot | __just | __own |
| __here | __into | __its | __keep | __pick |
| __I | __laugh | __long | __kind | __right |
| __in | __let | __made | __much | __seven |
| __is | __live | __many | __must | __shall |
| __it | __many | __new | __now | __show |
| __jump | __my | __not | __off | __their |
| __like | __no | __of | __once | __them |
| __little | __old | __open | __only | __then |
| __look | __on | __please | __round | __there |
| __make | __one | __or | __sleep | __these |
| __me | __put | __our | __small | __think |
| __out | __saw | __pull | __take | __those |
| __play | __said | __read | __tell | __together |
| __pretty | __she | __saw | __thank | __use |
| __ran | __sit | __say | __that | __very |
| __red | __some | __sing | __they | __want |
| __ride | __stop | __six | __this | __warm |
| __run | __three | __soon | __too | __wash |
| __see | __today | __ten | __try | __went |
| __so | __two | __upon | __under | __what |
| __the | __was | __us | __walk | __when |
| __to | __will | __who | __well | __where |
| __up | __work | __why | __were | __which |
| __we | __yes | __wish | __white | __would |
| __you | __yellow | __your | __with | __write |

2. Refinement of skills previously taught _____

a. Compound words

b. Prefixes and suffixes:

| | | | | | |
|----|-------|-----|-------|------|-------|
| a | _____ | dis | _____ | ful | _____ |
| un | _____ | in | _____ | less | _____ |
| ex | _____ | th | _____ | ness | _____ |
| be | _____ | ty | _____ | | _____ |

c. Identification of root words _____

d. Knows all initial consonant sounds _____
(single sounds and blends—up to first vowel in word)

e. Can read all contractions _____

B. Word Meaning

1. Provided many experiences to increase speaking and reading vocabulary _____

2. Able to select descriptive and figurative words and phrases _____

3. Able to supply synonyms, antonyms and homonyms _____

4. Understands use of elementary school dictionary to find word meaning _____

II. Word Analysis:

A. Review and refine previously taught skills:

1. All initial consonant sounds _____

2. Short and long vowel sounds _____

3. Changes in words by:

a. adding s, es, d, ed, ing, er, est _____

b. dropping final e and adding ing _____

c. doubling the consonant before adding ing _____

d. changing y to i before adding es _____

4. Compound words _____

5. Contractions _____

6. Vowel rules

a. vowel in one syllable word is short _____

b. vowel in syllable or word ending in e is long _____

c. two vowels together, first is long and second is silent _____

7. Possessive forms _____

8. C followed by i, e, y makes s sound _____

C followed by a, o, u makes k sound _____

9. G followed by i, e, y makes j sound _____

G followed by a, o, u makes guh sound _____

10. Silent letters in kn, wr, gn _____

B. Learns new skills of:

1. Forming plurals
by adding s, es, ies
2. Similarities of sound such as x and cks
(box-blocks)

C. Syllabication rules

1. There are usually as many syllables in a word as there are vowels
2. Where there is a single consonant between two vowels, the vowel goes with the first syllable (pu/pil)
3. When there is a double consonant, the syllable break is between the two consonants and one is silent (lit/tle)

D. Can hyphenate words using syllable rules

E. Understands use of primary accent mark

F. Knows to accent first syllable, unless it is a prefix, otherwise accent second syllable

III. Comprehension:

- A. Can find main idea in story
- B. Can keep events in proper sequence
- C. Can draw logical conclusions
- D. Is able to see relationships
- E. Can predict outcomes
- F. Can follow printed directions
- G. Can read for a definite purpose:
 1. for pleasure
 2. to obtain answer to question
 3. to obtain general idea of content

H. Classify items

I. Use index

J. Alphabetize words by first two letters

K. Knows technique of skimming

**L. Can determine what source to obtain information
(dictionary, encyclopedia, index, glossary, etc.)**

M. Use maps and charts

IV. Oral Reading:

- A. Reads with a pleasing voice quality
- B. Reads with adequate volume
- C. Reads with clear and distinct enunciation
- D. Accuracy in pronunciation
- E. Ability to convey meaning to listeners

***From Dr. Walter B. Barbe's book Educator's Guide to Personalized Reading Instruction, pages 168 and 169.**

Reprinted by permission. Copyright 1960, Walter B. Barbe

A copy of this chart should be in each child's notebook to help in selecting a variety of books to read.

(Chart)

CATEGORIES I HAVE COVERED

Adventure_____

Animal_____

Autobiography_____

Biography_____

Fantasy_____

Historical_____

Fiction_____

Humorous_____

Legends_____

Plays_____

Poetry_____

Science_____

Social Studies_____

Sports_____

War_____

Health_____

A check mark is used to indicate the category each book is listed under as the children complete them.

By administering standardized achievement tests, vocabulary tests, and oral reading tests you can measure the progress of the Individualized Reading Program.

Children appreciate the opportunity for self-selection. They develop independence through self-helps.

The teacher's role is to stimulate and guide the children in creative learning.

Some forms of book reports are found below and on the following pages.

BOOK REPORT

Name of child _____

Name of book _____

Author _____

Draw a picture about the book.

BOOK REPORT

Title _____

Author _____

List three interesting characters _____

Pick one and tell why you found him interesting.

BOOK REPORT

Name _____ Date _____

1. What is the name of the story?

2. What is the name of the author?

3. Give the story a new name.

4. What kind of story is it?

5. Is there someone in the story you would like to have as a friend? Why?

6. Draw a picture about the story.

BOOK REPORT

Title _____

Author _____

How I rate this book (circle one)

Excellent

Good

Fair

Poor

The reason for my opinion is:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

BOOK REPORT

The title of the book is _____

It was written by _____

The important characters are: _____,

_____,

and _____.

I like this book because it was _____

_____.

The part I like best was when _____

_____.

Draw a picture about the book.

BOOK REPORT

Answer the following questions (use sentences):

1. Who are the main characters?
2. Who wrote the book?
3. What is the title?
4. Did you like this book? Why?
5. What part did you like best? Why?
6. Can you think of another title for this book?

Diagnostic Chart (Reading)

| | | | | | | | |
|---------------------|------------------------|---------------------|-----------------------------|----------------------|--------------------------|-------------------------|-------------------------|
| | Oral Reading | | | Comprehension | | | Skills |
| Word by Word | Poor Expression | Substitution | Details stated | Main Idea | Making inferences | Syllables Accent | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Repetitions | Omissions | Speed | Following Directions | Concepts | Lack of Interest | Phonic Skills | Dictionary Usage |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Prefixes | | | | | | | |
| Suffixes | | | | | | | |

READ AND THINK

1. Do the characters in your story act like real human beings? Why?
(Do they have some or all of the following characteristics?
Remember! We all have the same desires!)

- | | |
|-----------------------|--------------------------|
| (1) own things | (6) have friends |
| (2) gain power | (7) improve ourselves |
| (3) be admired | (8) help others |
| (4) have fun | (9) be loyal to a cause |
| (5) be free from pain | (10) enjoy the beautiful |

2. Does the book give useful information? Give examples.
3. Does the author wish to entertain you or inform you? What makes you think so?
4. Does the book show us the humor in life? Give us some incidents.
5. Does the book inspire you to do better? Why?
6. Did you learn about different people, places and their customs?
7. Does the story portray human feelings?

- | | |
|-----------------|-------------------------|
| (1) happiness | (4) friendliness |
| (2) fear | (5) sadness |
| (3) strangeness | (6) embarrassment, etc. |

Remembering Details!

1. Who are the characters by name? (The main people in the story whether heroes, heroines or villains.)
2. What is the setting? (This includes the time and place of the story, the occupations and customs of the people.)

PRACTICE SKILLS

I have catalogued the skills and the source materials which will be helpful in providing practice for the child as follows:

| <u>Skills</u> | <u>Where Found</u> | <u>Page</u> |
|---------------------------------|---------------------------------|-------------|
| Vowel Sounds | Finding New Neighbors-Workbook | 10 |
| (long and short) | | and 11 |
| More Vowel Sounds | Friends Far and Near-Workbook | 15 |
| The Vowel i | " " " " " | 7 |
| Long and Short ea | " " " " " | 20 |
| Sounds of a | " " " " " | 24 |
| Beginnings and Blends | " " " " " | 38 |
| Hearing Syllables | " " " " " | 42 |
| Syllables and Vowel Sounds | " " " " " | 50 |
| Help with Syllables | " " " " " | 64 |
| Seeing Words Change | " " " " " | 68 |
| Vowel Rules | Along Friendly Roads-Workbook | 4 |
| Consonant Sounds | " " " " | 6 |
| Root Words | " " " " | 7 |
| Hearing Syllables | " " " " | 23 |
| Vowel Rules | " " " " | 25 |
| Accented Syllables | " " " " | 31 |
| Vowel Rules | " " " " | 64 |
| Special Vowel Sounds | " " " " | 99 |
| Accented Syllables | " " " " | 102 |
| Long Vowel Sounds | Beyond Treasure Valley-Workbook | 2 |
| Short Vowel Sounds | " " " " | 6 |
| Vowel Rules | " " " " | 11 |
| Hearing Syllables | " " " " | 31 |
| First and Last Consonant Sounds | " " " " | 32 |
| Accented Syllables | " " " " | 36 |
| Vowel Rules | " " " " | 48 |
| Finding Root Words | " " " " | 49 |
| Vowel Rules | " " " " | 63 |
| Finding Root Words | " " " " | 86 |
| Hearing Syllables | " " " " | 91 |
| Vowel Rules | " " " " | 95 |
| Vowel Sounds in first Syllable | " " " " | 98 |
| Vowel Sounds in last Syllable | " " " " | 100 |